

**Florida A&M University
School of Allied Health Sciences
Division of Health Care Management**

Administrative Residency Guidelines

**Master of Science in
Health Administration Program**

Summer 2005

Division of Health Care Management
School of Allied Health Sciences

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Master of Science in Health Administration Program

The Administrative Residency experience is an integral and essential component of the Master of Science in Health Administration degree (MSHA) curriculum that prepares the student for a career as a health management professional. This experience represents a "bridge" for the student that connects the theoretical and conceptual knowledge and skills gained in the classroom with the application of such knowledge and skills in a health organization or agency. Under the direction of a skilled preceptor, the student also engages in professional development programs and activities which are necessary to become a successful health manager.

This document contains the guidelines for the Administrative Residency Program for Summer 2005. Additional information may be obtained from the Program Coordinator.

Division of Health Care Management
School of Allied Health Sciences

**Administrative Residency Guidelines
for Master of Science in Health Administration**

Coordinator

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Residency Program Schedule for Summer 2004

Activity	Date
Identify potential residency sites	January – March 2005
Formalize site arrangements	March 31, 2005
Residency Orientation Sessions	April 19 – 30, 2005
Residency Period	May 9 – July 29, 2005

* Starting dates may vary according to scheduling requirements of site.

Administrative Residency Guidelines

I. Purpose and Goals

The administrative residency is an integral and essential part of the curriculum of the Master of Science in Health Administration (MSHA) Program and prepares the student for a career in the health management profession. The purpose of the residency is to provide MSHA students with an opportunity to apply academic theory and concepts and acquired skills from their area of concentration in "real life" practice settings. Thus, the residency experience is conducted in the last semester of study, after the completion of all didactic courses.

The goals of the residency are achieved by providing each student with personal coaching and guidance by qualified health management faculty, practicing preceptors, and by providing an environment in which the student begins to develop the confidence necessary to assume significant independent responsibility for practice in health management.

Under the supervision of a qualified preceptor, the student bridges the gap between academia and health management practice. A carefully structured, well-supervised residency experience is of benefit to the student by providing an opportunity to synthesize and apply theory, principles and skills.

Goals

1. To provide an experience that orients the student to the health management profession.
2. To provide an opportunity for the student to become familiar with all the operations of the residency organization, as well as the principles and practices of health management.
3. To further develop a personal code of professionalism, ethics, socialization philosophy, as well as dedication to high ideals and standards which are essential in a health professional career.
4. To develop an understanding of the role of the professional, societal, and consumer influences upon a health services delivery organization.
5. To develop and promote an understanding of the role of balancing demands for availability, accessibility, quality and affordability of health services.
6. To provide an opportunity to acquire professional experience and responsibility under expert supervision.
7. To provide an opportunity to apply and test concepts and theories in practical health management work situations.
8. To clarify individual health management career goals.
9. To embrace learning as a life-long process necessitated by the changing environment of the health delivery system.

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In addition to the goals of the residency, each student, in collaboration with their preceptor and faculty coordinator, will develop a set of objectives that should meet the needs of students based on their background, strengths and weaknesses.

II. Residency Learning Objectives

Students are directed to select residency sites based on their area of specialization, previous work experience, career interests, and career goals. After deciding upon a residency site, students develop tentative learning objectives for the residency experience, which are used to formulate a signed agreement between the student, the University, and the preceptor. This agreement assists the student and preceptor in clarifying expectations and responsibilities, thereby providing direction for the experience. While each residency experience will be different, the overall objectives and format will generally be the same. The residency should provide the student with:

- An orientation to a health management setting and location;
- Exposure to the administrative and management functions of the organization and the preceptor's leadership style and qualities;
- Participation in the organization's programs and activities;
- An opportunity to show competency in basic health management operations and proficiency in completing assigned duties and responsibilities;
- An opportunity to achieve the stated learning objectives of the residency;
- An opportunity to work on a project agreed upon by the student, preceptor and residency coordinator; and
- An opportunity to demonstrate effective communication skills and professional attitude and behavior in the workplace.

III. Student Objectives

1. To utilize problem-solving skills for assessing and analyzing a health management problem and proposing interventions to address the problem.
2. To gain experience with health management teams and understand the importance of interdisciplinary teamwork to address organizational problems and challenges.
3. To practice the application of management theory and concepts in a health environment (planning, delivery, policy or evaluation) and to understand how such theory and concepts contribute to organizational success.
4. To gain personal and professional skills which are critical to growth and development as a health management professional.

IV. Affiliation Agreement

The training of health management professionals is not possible without the existence of cooperating health organizations and agencies, and the participation of skilled practitioners who are willing to contribute to the professional development of students. An affiliation agreement between the School of Allied Health Sciences and the residency agency establishes a formal relationship between these organizations and articulates the terms and conditions for the residency experience. The agreement is prepared by the Office of the Dean and forwarded to a residency site soon after a student is placed. Participating organizations and agencies may suggest language for the agreement that would assure compliance with organizational policies and procedures.

V. Residency Selection Process

The Division of Health Care Management Program Director and the Residency Coordinator assist students in the selection of residency assignments through a series of personal interviews and consultation with academic advisors. Faculty advisors are also consulted for advice on learning objectives for students. Previous professional experiences, future career goals, course work achievements, and critical self-assessment are the foundation for residency selection. An assignment is considered approved after the Director, Coordinator, and student have agreed on a selected residency site and the appropriate organizational official has agreed to serve as a residency site with a designated preceptor.

VI. Academic Requirements for Residency

Students enrolled in the 54-hour academic track will earn six-semester credit hours for the residency experience. The student must complete 40 hours per week for 26 weeks, or six months to fulfill the residency requirement. This course is one of two capstone courses for the degree with the other course being the master's thesis course. Students must declare a capstone course before the end of the third semester of study. All courses in the curriculum must be successfully completed before a residency placement is approved by the Director.

VII. Student Project Report

The student's project report should be identified as early in the residency as possible and should be of benefit to both the student and the residency organization. A student may be asked to perform a major project, a series of small projects, or several tasks. In any case, it is desirable that the student completes the assignments within the time frame of the residency so that the work can be critiqued prior to the conclusion of the residency. The student must submit a comprehensive report at the end of the residency experience. The format, scope and due date for that report will be provided to the student before the start of the residency period.

VIII. Preceptor Report and Evaluation

The student's Preceptor will be required to complete two reports during the residency period. The first will be a mid-term progress report that will indicate whether or not the goals of the residency are being accomplished. The Program will provide a format for this report. This report should be completed at the end of the third residency month. At the conclusion of the residency period, the Preceptor will complete an evaluation of the student's experience using a guide and checklist provided by the Program. It is critically important that this evaluation be completed within five days after the residency period has ended so that course grades may be determined in accordance with University requirements. The Preceptor should contact the Coordinator to review and discuss any issues and concerns about the student's residency experience.

IX. Residency Coordination and Administration

The Administrative Residency Program is coordinated and administered by a Coordinator. The Coordinator's responsibilities include development of a master schedule for residency placement activities, scheduling of residency interviews with potential residencies, discussions with faculty and the Director regarding student's interests and potential placements, and assisting the Director with on-going communications with residency sites and acquisition of reports from preceptors. When possible, the Coordinator visits residency sites to review the student's progress and address any concerns. All residency program preceptors receive certificates of appreciation at the end of the residency period.

X. Compensation

While there is a desire for students completing the administrative residency experience to receive compensation for the experience, it is not a requirement for fulfillment of this academic requirement. The Coordinator will explore all possibilities for some form of stipend or compensation for the student noting that students residing outside of their hometowns will incur some living expenses during the residency period. Students are also encouraged to explore employment opportunities at the residency site outside of normal residency hours at elsewhere in that community.